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A survey of all U.S. cities having populations greater than 50,000 and of 125 cities having populations between 20,000 and 50,000 shows that the adoption or planning of educational parks is becoming widespread throughout the country. The survey used three sources to obtain data on current educational park development: (1) Questionnaires to State commissioners of education and superintendents of schools, (2) a national newspaper clipping service, and (3) published reports, correspondence, and inquiries addressed to the educational park office at the Center for Urban Education. Findings indicate generally that the educational park is being used in the larger cities to achieve a high quality of integrated education and in the smaller cities to promote a better quality of education and regional development through consolidation and to solve the problem of rebuilding obsolescent school systems. Many existing and proposed parks are described. (HW)

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EDUCATIONAL PARK DEVELOPMENT IN THE UNITED STATES, 1967

A Survey of Current Development Plans

By Max Wolff

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The Center For Urban Education
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EDUCATIONAL PARK DEVELOPMENT IN THE UNITED STATES 1967

A Survey of Current Development Plans

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This is the first of a series of regular reports following and evaluating progress in educational park development in the United States by the Educational Park Staff of the Center for Urban Education

Also in preparation is a picture book detailing a model prototype educational park, combining the work of educators, city planners, space designers, architects, and sociologists.

Gratitude is expressed to the Commissioners of Education and the Superintendents of Schools who participated in the Survey Interested schoolmen, community leaders and organizations are urged to keep the Center informed about their educational park ideas, plans and activities.

Educational Park Survey
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EDUCATIONAL PARK DEVELOPMENT IN THE UNITED STATES, 1967

A Survey of Current Development Plans

The concept of the educational park, an innovation in the organization of schools clustering them to make maximum use of commonly shared educational facilities, was developed about five years ago in response to the nation-wide search for high quality, integrated education. In 1963-64, a survey* was conducted to find out to what degree the new idea had become known to school administrators here and abroad and where it was being considered for implementation. The current survey, conducted during 1966-67, brings up to date the information on the status of educational park planning and development in the United States and in the Commonwealth of Puerto Rico.

In the earlier survey, the commissioners of education of 16 states reported that consolidation of schools was under way in their states. In most cases, these represented the closing down of small rural schools and the construction of central high schools serving large, sparsely-populated areas. The educational park concept, consolidating schools in urban areas, was unknown in most states. Only Florida had begun construction of the Nova School, an educational park described later in this report.

The current survey indicates that there has been a very rapid dissemination of the educational park concept throughout the country in the intervening three years.

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*The survey was directed by Max Wolff under a grant from The Lillian Boehm Foundation.

Widespread discussion and experimentation are under way on the basic concept of clustering shared school facilities. Some cities apply the concept only to the senior high school, some to combinations of junior and senior secondary schools, some to elementary grades only and some to the entire gamut of educational levels. Cities and school systems are using the new concept to promote solutions to a variety of urban problems. Some conceive of the educational park as an economical way of reconstructing obsolescent school plant. Some apply the idea to promote regional development, bringing together scattered city and suburban systems; some view it as the best way to achieve the integration of school populations now separated by racial, ethnic or income residential barriers; others propose educational parks to prevent the development of segregation as minority group in-migration rises. All of the plans are predicated on the need to achieve a leap ahead in the quality of education in response to the demand throughout the country for a highly literate, technically advanced new generation to meet the needs of modern society.

Survey Method

The Survey relied on three avenues of information to obtain a portrait of current educational park development: direct mail questionnaires to state commissioners of education and superintendents of schools, a national newspaper clipping service, and published reports, correspondence and inquiries to the educational park office at the Center for Urban Education.

Two different questionnaires were prepared; one to the commissioners of education of the 50 states in the Union and one to the superintendents of schools in 457 communities.

Communities surveyed

Questionnaires were sent to each of the 329 superintendents of the largest school districts in the 310 cities in the U.S. with a population of 50,000 or more.

Of the U.S. cities with a population of 20,000 to 50,000 persons, 195 were selected on the basis of their association with urban rather than rural areas of the country. The selection was made as follows: all the communities of this size listed in the U.S. Census SMSA* of the 13 largest cities of the country (102 such communities); in addition, seven cities from the SMSAs of Pittsburgh, Buffalo and Denver and 16 from the SMSA lists for still smaller urban centers, three in the South, five in the East and eight in the Midwest.

Only three communities with population under 20,000 were surveyed, recommended to our attention by other respondents.

The letters to state commissioners of education requested information about:

1. Communities in the state that are constructing or planning educational parks.
2. State plans for regional development combining urban and suburban school districts through educational parks.
3. State administrative or legislative action proposing educational park development.
4. State financial assistance available for educational park construction or planning.
5. State policy decisions requiring or encouraging desegregation of imbalanced schools.

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*Standard Metropolitan Statistical Area.

The 457 superintendents of schools were asked to give a "Yes" or "No" response indicating whether their school system (1) Has an educational park now or is constructing one; (2) Is planning the construction of such parks; (3) Has such development under active consideration or (4) Has no such proposal before it. Comment on any of the responses was requested.

A very high rate of response to the questionnaire was achieved. The Commonwealth of Puerto Rico, the District of Columbia and all but four of the education commissioners of the states answered, many with interesting and thoughtful letters. Only Alabama, Arkansas, Georgia, and West Virginia did not reply. Eighty-three per cent of the city superintendents of schools completed questionnaires, with the larger cities responding in still higher proportions, thus:

Population of city*	Questionnaires sent out	Replies received	Percent responding
100,000 or more	131	121	92%
50,000 to 100,000	198	174	88
Under 50,000	128	83	65
All cities in survey	457	378	83%

Summary of Findings

The Survey found 85 cities in the country including two in Puerto Rico, where some type of educational park development is taking place. Fifty-four of these reports came directly from the superintendents of schools in the communities where educational parks are either in operation, under construction, in the planning stage or under active consideration. An additional 13 such communities were reported by the state commissioners of education. The

*All city populations in this report, unless otherwise stated, are from the 1960 U.S. Census of Population.

remaining 18 were reported in newspaper clippings or in correspondence subsequent to the original survey. Tables 1 and 2 summarize the responses given by the city superintendents only, by region of the country and by size of community respectively.

A. Responses of State Commissioners of Education

Seventeen state commissioners reported that educational parks were either in operation, under construction or in planning in their states in a total of 43 communities. The geographic dispersion of these states indicates that the new concept is under active consideration throughout the country. Four Western states, four in the Midwest, five states in the East, three in the South and the Commonwealth of Puerto Rico, which has two such projects, are developing educational parks.

California, with seven of its cities studying the feasibility of educational parks, leads all the others. Kentucky reports consolidation programs in seven of its school districts. Indiana, Michigan and the State of New York each has four cities known to the commissioners to be planning or constructing educational parks. Three of the commissioners - New York, Pennsylvania, and Indiana - have made state-wide recommendations to their school districts endorsing the concept of the park.

Substantial encouragement to the development of educational parks is given in 17 states where the commissioners reported that financial and/or administrative assistance is assured those school districts or cities that wish to embark on such development. In seven of these states - Indiana, Kentucky, Massachusetts, Minnesota, New Jersey, New York, and Rhode Island - such aid is backed by legislative or administrative policy requiring or encouraging the desegregation of racially-imbalanced schools.

EDUCATIONAL PARK SURVEY

TABLE 1

RESPONSES OF SUPERINTENDENTS OF SCHOOLS BY REGION OF U.S.

Region	Number of responses	Status of educational park development: Total with some development	Operating or under construc.	In planning	Under active consider.	No proposal	Incomplete response
All regions	378	54	14	10	30	300	24
West[1]	98	13	2	2	9	80	5
Midwest[2]	120	12	6	2	4	103	5
South[3]	54	7	1	1	5	44	3
East[4]	106	22	5	5	12	73	11

[1]Includes the states of Alaska, Arizona, California, Colorado, Hawaii, Idaho, Kansas, Montana, Nebraska, Nevada, New Mexico, North Dakota, Oklahoma, Oregon, South Dakota, Texas, Utah, Washington, and Wyoming.

[2]Includes the states of Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Ohio, and Wisconsin.

[3]Includes the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

[4]Includes the states of Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and the District of Columbia.

EDUCATIONAL PARK SURVEY

TABLE 2

RESPONSES OF SUPERINTENDENTS OF SCHOOLS BY SIZE OF CITY

Population of city*	Number of responses	Status of educational park development: Total with some development	Operating or under construc.	In planning	Under active consider.	No proposal	Incomplete response
All sizes of city	378	54	14	10	30	300	24
1 million or more	5	3	1	1	1	2	0
500,000 to 1 million	10	3	0	1	2	5	2
100,000 to 500,000	106	17	3	3	11	78	11
50,000 to 100,000	174	23	7	4	12	143	8
20,000 to 50,000	80	5	0	1	4	72	3
Under 20,000	3	3	3	0	0	0	0

*1960 U.S. Census of Population.

A total of 13 states in the Union reported that they have such state laws or administrative policies including, in addition to the seven listed above, the states of California, Illinois, Maine, South Carolina, Texas and the District of Columbia Nine states reported that there is no problem of ethnic imbalance in their schools requiring administrative or legislative action by the state. These were Alaska, Idaho, Montana, Nebraska, New Hampshire, New Mexico, North Dakota, Utah, and Vermont.

B Responses of Superintendents of Schools

Most of the communities reporting any park development are, as yet, in the early "active consideration" stage of development. Fully operating parks are reported in only 14 communities, and of these perhaps only two - Nova in Ft. Lauderdale, Florida and a park in Acton, Massachusetts - are complete parks including all grade levels. Many variations of the basic concept are described below in the review of the city by city reports.

The Survey indicates that the country is on the threshold of extensive development of educational parks. By and large, those cities working on the question are presently studying the feasibility of the concept for their own school systems and debating various ways of applying the concept to meet their particular problems. Understanding of the concept is widespread. In contrast to the findings of the 1964 survey, there were but few responses from superintendents who had never heard of the idea or who had various misconceptions of the term "educational park "

C. Educational Park Development by Size of City

Each of the five great cities of the United States, those having a population exceeding one million people, - New York, Chicago, Los Angeles, Philadelphia, and Detroit - is applying the educational park concept to address the

crisis in education that is typical of the large urban centers: dwindling funds, aging school plant, widespread and growing de facto segregation in schools and declining educational achievement.

In New York City, the concept has been under active consideration since 1965. Actually under construction are two parks, one in Co-op City, a new middle-income housing project in the northeast Bronx, and the other, a smaller complex, to serve a predominantly white population in the northwest Bronx. Opponents of these parks object to the sites selected because they do not provide for the desegregation of any of the existing ghetto schools, although the parks themselves will be somewhat integrated by reaching out in their zoning to draw children from mixed areas or from areas of minority-group concentration. The Commissioner of Education of the State is deciding a case brought before him by the parents of children in four communities in East Brooklyn demanding that an educational park for middle-school children be built at a site central to the four areas.

The most ambitious project now under study in N.Y. - Linear City - involves the construction of centralized, shared educational facilities combined with housing, shopping, industry and community services on a five mile stretch of air-rights over the tracks of the Long Island Railroad in Brooklyn. The federal government, state government and city officials including those in city planning, highways, housing and education are collaborating in the plan to promote regeneration of the communities served.

The Board of Education of N.Y.C., in planning these parks is concerned largely with retaining in the center city the middle-income families that have been moving to suburban counties, offering them a quality of education that will be superior to that available in suburban schools. Proponents of the East Brocklyn park emphasize the need to desegregate schools at the middle and

secondary school level, providing more equal educational opportunity as the primary criterion for site selection for an educational park. The Board of Education has officially endorsed the concept of educational park development. The controversy centers now, not on the merits of the idea, but on the priority of purposes to be served and the consequent choice of sites.

Chicago, Illinois

Negro pupils comprised nearly 53 per cent of Chicago's elementary school population in 1965-66, almost all of them (89.2 per cent) attending schools that were more than 90 per cent segregated.* Despite many years of agitation by the Negro community and civic organizations to remedy this situation and several studies by distinguished investigators, no plan had been developed by the school board for meeting the problem until August 1967.

Educational parks have been suggested as a solution by several community organizations, notably the Urban League, the Citizens Schools Committee and the Parent Teachers Association of the Chicago Region, the Urban League actually having developed a plan for site selection for such parks. A new study is now underway by the Office of Education to determine whether the Chicago school system has illegally used Title I funds to promote segregated schooling. It is expected that this report will contain new suggestions for remedy.

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*All data on per cent Negro pupils in public schools, by city, throughout this report are taken from U.S. Commission on Civil Rights, "Racial Isolation in the Public Schools," 1967 CR1.2: Sch6/12/ V.2, Appendix Table A.1.

In August, 1967, the Superintendent of Schools of Chicago announced a new report suggesting a 30-year program of development of educational parks to be built on eight to 10 peninsulas to be created along the city's lake front, with 15 to 20 other such parks built around the rim of the city drawing in the suburban population. An interim program of desegregation through bussing and the development of schools with specialized curricula, called "magnet" schools was also proposed. The superintendent's report was presented to the Board of Education for its approval.

Los Angeles

Third largest city in the U.S. with a growing minority-group population, Los Angeles reports that it has received a Title III grant to study the development of central educational facilities. Although only 19 per cent of the school population is Negro, nearly 88 per cent of these children attend segregated schools. Los Angeles' plan is directed to equalizing educational opportunity and raising the level of educational quality for all the children.

Philadelphia, Pa.

With nearly 59 per cent of its school population Negro, and 90 per cent of its Negro students attending majority Negro schools, Philadelphia is taking a hard look at its construction needs. A massive new building program is currently under discussion to replace the many obsolete and aged school plants now in use. Intense community involvement has characterized the debate over how to invest limited funds most economically; how to build today a school system that will meet the needs of tomorrow. Community groups have combined under the leadership of the Urban League of Philadelphia to devise a plan for twenty educational parks that would supplant the existing school system. The Board of Education employed educational park consultants to evaluate this plan

who made other education park recommendations. Policy endorses the concept. Here, as in New York City, the issue engaged is the practical one of implementation of the concept. No decision has as yet been reached.

Detroit, Michigan

Last of the cities with a million or more inhabitants, Detroit's educational problems are under intense community discussion. A special committee had been set up by the school board to make recommendations for reorganization of the entire school system. Detroit with a population of about 1,700,000 in 1960 experienced a ten per cent decline in population in the decade from 1950-1960, with an intensification of the ghettoization of its many racial and ethnic groups. More than 55 per cent of its school population was Negro in 1965-66, over 72 per cent in nearly all-Negro schools. Consultants on educational parks have met with the reorganization committee and studies are under way. Any plan proposed must meet the problems of combining suburban and central city school districts and of drawing together the many nationality strains in the population now sharply separated by residential barriers.

Cities with Populations between 500,000 and 1,000,000

There were 16 cities in the U.S. that had population over a half million and under a million in 1960. Of these, three - Baltimore, Maryland, Seattle, Washington, and San Antonio, Texas - reported to the Survey that they were actively discussing educational park development. Five other cities - Cleveland, O., Washington, D.C , Pittsburgh, Pa. - San Francisco, Calif. and Buffalo, N.Y. have plans for educational park development under consideration as reported in published statements or in direct communication with the educational park office of the Center for Urban Education.

Baltimore, with a population nearing a million and a 64 per cent Negro school population ended official segregation after the 1954 Supreme Court decision. A modest degree of integration resulted from its permissive zoning plan, but by 1964 more than 84 per cent of the Negro children were still attending schools that were almost totally segregated. The Baltimore school system has engaged a firm of consultants to explore the feasibility of development of educational parks to retain and regain their white middle-class population and to promote integration.

A special "Task Force for Civil Rights" appointed by the Mayor recently recommended the creation of a "metropolitan educational park on an arterial road easily accessible to the city and some suburbs" to provide a high-quality integrated school facility for suburban pupils and for some of the Negro students of Baltimore. An interim measure suggested was the bussing of innercity children to suburban schools.

Seattle, in contrast, is developing a new plan to introduce an entirely new level of quality education and to head off the kinds of problems Baltimore now has. With a population of 557,000 and an 11 per cent Negro school population only ten per cent of whom attend totally segregated schools, Seattle plans to prevent the growth of segregation, at least above the primary grades, and to remedy that which already exists. Their concentration is on an individual rate of progress throughout all the grades, combining ungraded classes, team teaching, specialist staff and centralized high-cost educational equipment in a program called the "Continuous Progress Center Concept." Primary grades (K-3) would be housed in neighborhood centers; intermediate grades (4-7) would be large consolidated centers housing as many as 6,000 children with school-within-a-school organization; secondary centers (grades 8-11) will

be intimately associated with collegiate centers (grade 12 through two years of college work).

The immediate problem to which this plan is a response is the need to build new facilities both to house the growing school population in the Negro areas, the lack of space for dispersion of this overload in the rest of the system and the urgent need to replace obsolete and unsafe schools throughout the system. The question Seattle poses is "should these be replaced in a way which will perpetuate the problems of de facto segregation and will perpetuate the present inefficiency or be resolved in terms of educational vitality?"*

San Antonio, Texas with a population of about 588,000 has a minority group school population of only 14 per cent. Sixty-six per cent of these children attend totally segregated schools, however. San Antonio has applied for a Federal Model Cities Demonstration Program. They plan to build an educational park in the area of the demonstration project.

Cleveland, Ohio has had educational park development under discussion for several years. A plan developed and promoted by citizens' groups was given serious consideration by the school system. This plan entailed combining school facilities on both sides of the river that divides the population ethnically as part of an urban renewal program Opposition to the plan forced a long delay, but today the school board under new leadership has reopened the question of educational park development to meet the problems of high quality and equality of educational opportunity. Cleveland with a population of 876,000 has a 54 per cent Negro student enrollment in its schools, 82 per cent of these children attending almost totally segregated schools.

The city of Washington, D.C. is unique in several ways, first of all

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*Seattle public schools: "The Continuous Progress Center Concepts" August 25, 1966 p. 6.

because it is the nation's capital and is under the eyes of the whole world. With Negro children comprising more than 90 per cent of its school population, its sharply defined and inflexible city limits, the recent spectacular growth of nearly all-white suburbs, it dramatizes an extreme of the problem of racial separation in the public schools. Most recently, Washington has taken the center of the stage because of Justice J. Skelly Wright's decision to end the track system; this recommends the initiation of regional school planning to bring together the children of town and suburb.

This decision comes at a critical time for the city which had been actively and inconclusively debating how and where to build several new schools, desperately needed for replacement of old buildings. A major problem is lack of land, necessitating extensive relocation of families. The proponents of educational park planning have a gained more attentive hearing than ever before as the school board seeks to obey the Wright order. Several plans are under active discussion now, including one by our office at the Center that would build a network of educational parks on the air-rights over railroads drawing together the city and suburban school populations.

The City of Pittsburgh, Pa. developed its own concept of the educational park as long ago as 1963 and is unique among the large cities for the warm support its proposal has received from all sections of the community. Last year the public voted to increase the legal debt limit by 50 million dollars to permit high school construction on the new plan, to which the state has added a minimum of $12 million. In addition, the city still has $7 million in borrowing power under the old limit.

Pittsburgh had 604,000 people in 1960, about one-fifth Negroes. The school population here as everywhere shows a higher proportion of Negro enrollment than the general population. Nearly 40 per cent of the school children

are Negroes. In the high schools last year (1966), this proportion was 28 per cent, expected to rise to about 36 per cent by 1975. School integration in Pittsburgh is not only an interracial goal. Income levels are disparate and educational opportunities for low-income white children as well as for minority-group children are a major concern.

The Pittsburgh plan for an education park centering about five Great High Schools is a long range objective The immediate project is the construction of the five high schools, each to hold about 5000 students, divided into four house groups each Each of these Great High Schools will have a fully-integrated student body and staff and a much enriched comprehensive curriculum because of the larger size of the student body.

The present school plant will be converted to middle schools. The long range view is one of establishing administrative and physical ties between the Great High Schools and their feeders, The fall of 1971 is the date set for the completion of the first Great High School as an education park component.

San Francisco, California, with a total population in 1960 of over 740,000 has a complex minority-group mix of Negroes, Indians, Japanese, Chinese and Filipinos The Negro student population makes up 29 per cent, another 28 per cent composed of all the other minority groups, with whites about 43 per cent of the school children. Such a cosmopolitan mixture of peoples provides a unique opportunity for the enrichment of each child's education. Community groups have proposed educational park planning, but no action has yet been taken. The Board reported that although no specific proposal is before them, they are giving staff consideration to the concept.

The City of Buffalo with a population of 533,000 in 1960 follows the pattern of the industrial cities of the East. It declined in total population from 580,000 in 1950, but experienced a rise in the number of minority group families. In the schools last year 35 per cent of the children were Negroes, 77 per cent of them attending nearly totally segregated schools. Much pressure from civil rights groups representing the Negro community has resulted in some experimentation and extensive studies.

A new proposal by the superintendent of schools was made in March 1967 and will be the subject of a conference in the fall of 1967 sponsored by the board of education and the chamber of commerce. The proposal calls for the construction of an educational park to be built near the Buffalo University, to draw its students from the City of Buffalo and from one or more of the nearby suburbs. Called a "Metropolitan Educational Park," it would serve children from pre-kindergarten through junior college. Financing for the construction of such a park would come from both city and suburban school districts, with help from state and federal government. The superintendent of schools, in making his proposal, says, "Racial imbalance is the most serious problem facing the schools in our nation today and..this problem, like many others in our society, must be faced on a metropolitan basis." Support for serious discussion of the proposal has come from a broad range of citizen opinion including the Buffalo Urban League, the local advisory committee on the state's study of the Buffalo school system and officers of the Buffalo Area Chamber of Commerce.

The cities in the 500,000 to a million population scale share many of the problems of the great cities Racial and income-group imbalance in the schools, either incipient or far-advanced, resulting from the widespread movement of the white middle class to the suburbs is typical. Overcrowding in the

schools serving the growing minority-group areas and obsolescence of school plant throughout the school system serve as the immediate prod to school administrators to hunt for solutions. In the search for ways of investing limited capital funds in new schools that will not simply perpetuate the inadequacies of the past and that will serve to rejuvenate the total community, educational parks are found to be an attractive and invigorating idea. Most of the cities discussed have already tried other methods of ending imbalance, - rezoning, open enrollment and dispersion. Many report that the end of the line has been reached because of lack of space in the formerly underutilized schools. The overriding advantage of the park concept is the opportunity it provides for a new high quality of education and its invitation to educational innovation on an unprecedented scale.

In the middle-sized cities of the country, those with populations between 100,000 and 500,000, many of the same considerations obtain especially in the industrial cities of the East, where population declines have been suffered in the last decade. For the still smaller cities, the problem of imbalance has a lower priority and educational parks are of interest primarily because of the educational and financial benefits anticipated.

Cities between 100,000 and 500,000

The most developed plans for educational parks are found in Berkeley, California and in Syracuse, New York. In both cities, the school board leadership is firmly committed to such development and has contributed substantially to the body of research and innovative ideas now burgeoning around the concept.

Berkeley with 111,000 population in 1960 and a 26 per cent Negro enrollment in the schools has rallied solid public support for educational park

development However, they are unwilling to wait for the park development to achieve racial integration and are instituting a thorough-going redistricting program to commence in 1968 that will fully integrate the schools Meanwhile they have received a Title III grant to study optimum educational park development to follow the interim desegregation plan with the emphasis on a leap ahead in educational quality once the problem of racial balance has been resolved A staff task force is now at work on the "non-program" aspects of educational park development, such questions as school organization, zoning and the like, with another group working out the possible instructional program. A joint staff-lay citizen committee to construct a School Master Plan is also working on development ideas

The City of Syracuse, New York, with a population of 211,000, about twice the size of Berkeley's but with the same proportion of Negro residents expects continuing growth of its non-white population in a generally stable or declining total population The school plant has aged to the point where a major replacement program must be initiated Syracuse believes too, that the present type of school structure is not suited to provide the kind of education now desired for all the school children

Syracuse proposes to build four centers to serve all the elementary school children of the city Each would house about 4,500 elementary school pupils on a campus-type site containing classroom structures and a central service building housing the auditorium, gym, kitchen, art and music programs, language laboratories, science laboratories, library facilities, remedial specialist centers, school health services, and multi-purpose areas for special education and guidance Called the "Campus Site" plan, the school board proposes the immediate construction of the first of these four campuses to replace eight elementary schools with authorization given for the planning of the remaining

three for future development. The instructional program envisaged is an advanced ungraded, individual progress program employing team teaching, guidance and evaluation, with extensive use of the specialized facilities of the central service core.

Syracuse has made financial comparisons of the costs of construction and of operation of this Campus Site school complex as compared with traditional schools and finds substantial economies will result as well as a much stronger educational program.*

A total of 14 cities in the 100,000 to 500,000 population range reported educational park development to the Survey. However, since the questionnaires were returned, an additional ten cities have reported work on educational parks.

In the West and in the old South, these cities experienced growth-in some cases, spectacular growth-in the decade 1950-60, much of it from the migration of rural population thrown off the farms by the introduction of the mechanical cotton picker after World War II. The cities in the Midwest generally had a stable population or grew slightly, but found their minority -group population component increasing rapidly. The cities of the East in this population group almost uniformly lost population in the decade but gained strong and growing minority-group proportions of their total population.

For the West and the South, the urgent need to provide new schools for the growing population, and for the Midwest and East, the problem of de facto

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*This analysis and other descriptive and analytical data of interest to all school systems discussing similar plans is contained in a report, "The Campus Plan for Future Elementary School Construction," 1967 Campus Site Planning Center, City School District, Syracuse, N.Y. 409 West Genesee Street, Syracuse, NY 13202. David F. Sine, Project Director.

segregation of schools motivate the search for new ways of building schools economically that will meet both problems. Economy, quality and equality of opportunity are the major goals. For cities of this size, too, regional development, combining the school populations of town and suburb, is a practical possibility that comes readily to mind. Many of these cities have adopted interchanges of school populations; many envision parks that will draw these urban and suburban populations together.

West

In addition to Berkeley, there are six western communities that report active educational park development ideas or plans.

San Jose, Calif., population 204,000, has a plan under study financed by the U.S. Office of Education for construction on a site already owned by the school district. They view the park as preventive strategy, integrating the large Mexican-American school population that is expected.

Pasadena, Calif., population 116,400, reports that no proposal has yet been developed but that they are discussing the concept. The superintendent of schools backs the idea of educational park development as the alternative to the extensive redistricting and redrawing of boundary lines now under discussion.

Sacramento, Calif. reports staff level studies of educational park feasibility. Sacramento has had a 40 per cent growth in the decade 1950-60 to its population of over 190,000.

For the State of California as a whole, the commissioner of education informs us that this office has assisted seven school districts in developing criteria for feasibility studies funded under Title III of the Elementary and Secondary Education Act. They are the large districts of Berkeley, Eastside Union (Santa Clara), Fresno City, San Diego City and Vallejo and two small districts, Sausalito and Mill Valley.

Albuquerque, New Mexico has experienced a spectacular 107 per cent population increase in the decade 1950-60 to a population just over 200,000. There are both an Indian and a large Mexican-American minority population in addition to a small Negro population. Albuquerque reports that educational parks are under active consideration, but no decision has as yet been reached.

Denver, Colorado, with a population nearing a half million has been growing steadily for several decades. The Negro school population is a little under 14 per cent, about 30 per cent of the Negro children concentrated in de facto segregated schools. Community discussion has been active and controversy strong, with educational park development the central issue in the recent school board elections.

Oklahoma City, Okla., population nearly 325,000 has a 21 per cent Negro pupil population, almost all of these students attending all-Negro schools. They report that educational park development is "under active consideration" but no decision has yet been made.

Midwest

Seven Midwest cities report progress on educational parks.

Rockford, Illinois with a rapidly growing population of over 126,000 has chosen to cluster its school construction. One complex of 100 acres now has a senior high with 1800 children, a junior high with 1450 and a 400-pupil elementary school. Three additional sites of 80 or more acres have been purchases for similar development. One one of the sites a 2400-student senior high is planned. Whether these include the essential educational park concept of shared facilities and integrated student population is not reported.

Indianapolis, Ind. constructs its schools on city park land. The educational park concept, of course, does not imply the actual use of a park, but rather of a campus-like setting for clustered schools. Whether Indianapolis

builds its schools as clusters with shared common facilities is not clear from their report. (The State of Hawaii, for example, also uses park lands but builds schools in cooperation with the Department of Parks and Recreation, sharing recreational facilities. Hawaii finds this program economical from the standpoint of land acquisition and is exploring further possibilities for sharing facilities between the Department of Education and the other city departments.) The commissioner of education reports five other communities in Indiana where educational parks are being developed.

Grand Rapids, Michigan has applied for a Title III grant to plan its educational park. With only an eight per cent non-white proportion of its 177,000 population, the issue of desegregation is minor. Economy and quality are the deciding factors influencing such development here.

Lansing, Michigan reports active interest in such parks but no definite steps taken as yet.

St. Paul, Minnesota with a stable population of about 311,000 has a feasibility study under way to determine how the concept can be applied. The proposal is addressed to the problems of de facto segregation in the core city. The possibility of establishing the park in suburban areas with zoning-in of the core city population is being explored.

Minneapolis reports that it might consider such development within the decade.

Toledo, Ohio's school board has begun serious discussion of the idea for a large site in Central Toledo where two schools already exist and where another large building recently turned over to the school system stands. Toledo is a city of 318,000 with only 13 per cent of its population non-white.

South

Atlanta, Georgia: The school system of Atlanta has combined with six other systems in the Metropolitan Atlanta area to plan a "Supplementary Educational Center" funded by Title III. This Center will develop services that will be shared by all the schools in the seven systems. The object is to provide high quality instructional programs and services, equipment and procedures that will be available to all, equalizing the quality of education provided the various schools. The Center, presumably, will send such programs out to the schools rather than bringing the children in as envisaged in the educational park concept. In addition, Atlanta plans four "Neighborhood Service Centers" in the areas of minority-group concentration. These centers will provide a wide variety of community services including a middle school program for grades 6-8 and a pre-kindergarten program.

Miami, Florida: There has been intensive community discussion of the development of an educational park in the Miami Beach area. A major objective in such a park would be to attract back and to retain the young middle-class families that have left or are planning to leave the city. The controversy centers not around the desirability of the park concept but on alternative uses for the site chosen. The competing demands of the aging population for development of the site for special housing of the aged is the focus of the debate.

Ft. Lauderdale's Nova Complex: The outstanding and perhaps unique example of a large educational park serves students in Broward County, Florida. This park has been in operation for four years receiving its students on a optional basis. Any Broward County child may apply. At present, Nova includes grades one through fourteen, in an elementary school, a junior-senior high school and a junior college. An additional senior high school and junior college

are now under construction. Private developers have purchased adjacent land for the construction of a senior university. Students even in the elementary years travel to Nova from as far as fifteen miles away, even though neighborhood facilities are available to them, because of the unique educational opportunities provided.

Kentucky: The State Commissioner of Education lists seven school districts that are presently constructing educational parks including Danville, Ashland, Lexington, Berea, Owensboro, Paducah and The Fayette County Board of Education. Further, rural districts with fewer than 1,500 students are being consolidated with the county schools. He reports that there is widespread interest in the concept throughout the State.

Little Rock, Arkansas reports that educational park development is under active consideration.

Norfolk, Virginia, a city of about 305,000 persons in 1960, is planning a scientific and cultural educational center which the planners are calling a Park. It will draw students from the entire city selecting those who have specialized interests or talents.

East

The cities in the East with populations of less than a half million and larger than 100,000 are generally the older industrial communities that have experienced either no growth or actual decline in population in the 1950-60 decade. Their suburbs have grown and, as in the larger cities, the proportion of Negroes in the central city has increased. Racial imbalance in the schools has been of serious concern, with regional integration of city and suburb an important goal. Several of these cities have promoted urban-suburban interchanges of school populations. Obsolescence of central city schools is forcing the school boards to explore new ways of constructing schools that

would meet the need to end imbalance and that would attract the interest of suburban residents.

New York State and Connecticut are leading the way. The Commissioner of Education of New York has given support, both administrative and financial to educational park development. The greatest progress in New York cities of the 100,000-500,000 size has been in Syracuse and in Rochester. As discussed earlier, Syracuse has a well-advanced plan for a network of elementary school educational parks.

Rochester with nearly 319,000 residents has about 30 per cent of its school population made up of Negro pupils, over 40 per cent of them attending segregated schools. The school board has been active in studying and debating a variety of plans for remedying imbalance. One of the most extensive has been an urban-suburban interchange of pupils. The city has applied for a Title III grant to establish a "Center for Cooperative Action in Urban Education." The Center will promote many innovative projects including Project Unique, (United Now for Integrated Quality Urban-suburban Education) an inner city project to advance community participation and involvement in school life. The Center is designed to serve all the children in the city of Rochester and in the 16 other school districts of Monroe County.

Four plans for educational park development were proposed and discussed but only one appears to be in the actual planning stage. This would be a park replacing six elementary schools in the southwest section of Rochester, to serve about 3,600 pupils, a third of whom are Negroes. Most recently (July, 1967) a suburban school board member has proposed that the suburbs contribute some of their Title I ESEA money to Rochester to permit more rapid construction of this park. Suburban children would be permitted to attend the park on a voluntary basis. Interest in this proposal is reported to be

growing in the suburbs.

As in Berkeley, California, the schoolmen in Rochester want to desegregate their schools without waiting for the construction of their parks. Park development would be the long range solution with principal emphasis on quality of education.

Although the State of Connecticut has not taken the same initiative in promoting the concept of educational parks that New York has, many communities in Connecticut are planning or considering such development.

Bridgeport has a long range reorganization plan developed with the aid of researchers from the Center for Urban Education, to meet the problems of imbalance, decline in quality of education and the need to replace old schools. Scheduled to be completed in six to eight years, the first of six middle schools is now under construction. These will each be administratively united with a cluster of primary schools. The long range goal is to develop educational park types of cooperation among the three school levels. The location of the new middle schools is designed to permit urban-suburban interchange in the future. The local branch of the National Association for the Advancement of Colored People is pressing for more prompt development of educational parks.

Waterbury, Conn. reports that the school board is conducting a survey, planning for a new building program on the educational park principle. A citizen's group called Federation for Our Rights (FOR) is promoting educational park development to replace aging schools. Use of campus-like sites and clustering of facilities, they maintain, will solve the problem of finding the space needed for school replacement in each locality.

Hartford, Conn. was one of the first cities to initiate urban-suburban interchange of pupil populations. Their effort, called Project Concern, was limited to 255 inner-city children who were bussed to schools in five suburban

towns. The intent, however, is to extend the program to substantial numbers if the experimental group does well. The Hartford schoolmen are committed to seeking ways of solving the problem of imbalance in their schools as well as of raising the quality of the education received by inner-city children. They held a national conference on "Education and Racial Imbalance in the City" inviting other cities to report on their innovations. Strong interest in educational park development characterized the conference and both Hartford and West Hartford report that specific plans are now under study.

Massachusetts has a strong law requiring cities to remedy racial imbalance in the schools. However, of cities in the 100,000-500,000 group only Worcester reports educational park development. They are constructing one such school cluster and have applied to become one of the federal Model Cities for which an educational park will be built. The state commissioner of education reports that Springfield, too, is giving consideration to the construction of an educational park to alleviate racial imbalance.

Pennsylvania has a long record of state action in support of efforts to end racial imbalance in the schools, many different plans having been proposed or adopted in large and small cities of the state. Outside of the city of Philadelphia, discussed earlier, the Survey responses indicated that only the city of Erie has plans for educational park development under active consideration.

In New Jersey, the city of Camden is planning clustering of school facilities motivated largely by site considerations. Not all grade levels will be represented in the cluster and no plan for educational integration or sharing of facilities is reported.

Small cities (50,000 to 100,000)

For the small cities of the country, educational park development is being explored extensively to meet the need for consolidation of facilities. Such consolidation substantially raises the quality of education since it permits the bringing together of larger numbers of students making a more enriched curriculum possible. Economy plays a decisive role in the choice of what to build. Desegregation plays only a secondary part in most cases. Urban -suburban consolidation is inherent in some of the plans.

East Orange, New Jersey and Evanston, Illinois have innovative building construction under way utilizing the concept of shared facilities.

East Orange with a 25 per cent Negro population in 1960 had a 50 per cent public school Negro student enrollment in 1962. Faced with the need to replace nearly all of its schools, it is constructing on a single site in a campus-like setting, enough school facilities to house its entire school population. Economy, complete equality of educational opportunity and a better quality of schooling is expected.

Evanston, Illinois is constructing a new type of high school to draw its population from nearby Skokie as well as from Evanston proper. A 4800 -student school, it will be divided into four semi-independent schools of 1200 each, sharing common central facilities. Each of the four schools' student bodies will be drawn alphabetically from the total population assuring full integration of the 12 per cent non-white population in the city. Many educational innovations are planned, seeking to combine close personal contact between faculty and students with large size of school and the enriched, specialized educational offerings made possible.

Other small cities actually constructing some variation of the educational park are:

Cranston, R.I.: Plans a K-12 school on a single site to be completed by

September 1968. Fewer than one per cent of their student body is Negro.

Pontiac, Michigan: With a 17 per cent non-white population, Pontiac is cooperating in the development of a Human Resources Center whichthey believe will be a form of educational park.

Wauwatosa, Wisconsin, a nearly all-white community, is building a complex of three buildings, elementary, junior and senior high, on a single site with shared facilities.

Alameda, California, a small city near Los Angeles with a non-white population of about eight per cent, reports that it is constructing an educational park.

Galveston, Texas with a 28 per cent non-white population, also reports that educational park construction is under way.

In addition to these cities where parks are actually under construction or in operation, many cities in the 50,000 to 100,000 population range are giving active consideration to educational park construction plans.

Cheektowaga, New York is building a second elementary school on a site of 105 acres now housing another elementary school and a high school. Economy of construction is the criterion. No report is made of the sharing of central facilities.

Brookline, Mass. with about 7000 students is planning to build middle schools in connection with its high school to achieve social-class and economic integration of pupils. A plan by the Mass. State Department of Education for educational park development on the borders between Boston and its suburbs is under consideration and will affect this community.

Lowell, Mass., an old mill city with its high school in the center of town, is facing the need to build and is considering educational park development as a possible answer. Similarly, Chicopee, Mass. reports active discussion of an educational park proposal.

Atlantic City, N.J. is discussing middle-school complexes for grades 3 to 5 and 6 to 8 with neighborhood schools for the children from pre-school to 2nd grade.

Warwick, Rhode Island, a city of 68,000 people with only 0.5 per cent non-white is planning to build an elementary school, junior high school and a vocational-technical high school all on one site. Financial assistance from the state is assured.

Springfield, Illinois with 83,000 people reports active discussion of educational park development but no decision as yet.

Roanoke, Virginia has applied for a federal grant to study educational park development.

Orlando, Florida has a proposal under study.

The Clark Co. schools of Nevada, including the city of Las Vegas is concerned about de facto segregation and is discussing educational parks as a possible solution.

In California, Inglewood, Riverside and Santa Barbara report such proposals under consideration. Riverside is considering nine educational centers to serve their 40,000 pupils in all grades from kindergarten through senior high.

Towns

Two towns with populations under 20,000 report that they have educational parks now in operation. One is in Acton, Mass., where all 12 grades are housed on a single unified site combining the school populations of Acton and some children from neighboring Roxboro, Mass. and the other serving the town of Nanuet, in Westchester county, New York.

The town of Anniston, Alabama has well-advanced plans for a park. It has

secured a site and has drawn plans and let contracts for the first unit to house the 9th to 12th grade children. Curriculum and programming are now being revised to meet the new opportunities for improved quality.

Plymouth, Michigan has purchased a 300-acre site central to its school district to be used as an educational park beginning with the senior high school population. Plymouth is an allwhite community under 20,000 population in the Detroit area.

Other towns in the under 50,000 population range now planning or considering educational parks are: Lackawanna, New York in the Buffalo region, Morristown, Pa. near Philadelphia, Wilkinsburg, Pa, near Pittsburgh, and Boulder, Colorado.

Of particular interest is the recent development in the integration controversy in Malverne, N.Y. De facto school segregation in this Long Island suburban community has been the focus of litigation before the state commissioner of education for several years. The order of the commissioner specifying the plan to be pursued to end such segregation was appealed to the courts by some of the citizens who wish to preserve the status quo. A new plan is now under discussion supported by the commissioner for the construction of an educational park or complex utilizing the Malverne junior and senior high schools as a nucleus.

Conclusion

This survey is the first of a series of reports to be made from time to time by the educational park office of the Center for Urban Education following the progress of educational park development. It is hoped that these reports will assist local communities in their planning and will suggest avenues for progress that may be appropriate solutions to their problems.

Responses to the Survey questionnaire were necessarily scanty and only tentative generalizations can be suggested from this review. Later reports will give more detail and evaluation.

What is clear from this Survey is that the new concept has found an audience in every section of the country and in every type of town and city. For the largest cities, it provides a new and promising road to achieving a high quality of integrated education; for the smaller cities it promotes better quality of education and regional development through consolidation or solves the problem of finding the most economical method of rebuilding obsolescent school systems. Many cities that now have only small minority-group populations want educational parks to prevent the growth of de facto segregation in the years to come as population changes occur. All the school systems are concerned principally with buying the very best education possible for every dollar of construction money invested. Another conclusion evident from the Survey is that many imaginative variations of the total concept are being developed to meet differing needs.

It is far too early to know which of these will prove to be the best. Syracuse thinks elementary-grade educational parks are essential; Pittsburgh prefers the great high school. Some wish to build on a large central site; others build at the periphery of the town to permit integration with the suburban population. Some plan widely scattered schools on a site; other are considering high-rise schools, combined with housing. Proposals are made for linear school parks built on the air rights of roads and railroad lines.

Central to everyone's thinking, however, is a spirit of innovation. A leap ahead in quality of education is sought, with opportunity in new settings for the exploration of every new idea in education, every new technological advance in educational equipment. Central, too, is the national imperative of equality of educational opportunity for every child.